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ABSTRACT

This paper discusses the goals, planning, methodology, problems, and outcomes of an interdisciplinary course on the future of Europe that was offered for the first time in the summer quarter 1989 as part of the Center for Western European Studies at Kalamazoo College (Michigan). Intended particularly for students who had completed foreign study in Western Europe, the course focused on the patterns and trends in politics, social structure, intellectual life, and literature and the arts which seem to dominate Western European life. Special consideration was given to the extent to which these patterns and trends are: (1) interconnected; (2) reflective of an emergent European culture (as opposed to separate national cultures); and (3) of consequence for both the future of Europe and for relations between Europe and other nations. The course was divided into five major topical sections: (1) "The Development of Contemporary European Social Structure;" (2) "The Intellectual and Cultural Institutions of Europe;" (3) "European Art, Music, and Literature;" (4) "The Political and Economic Structure of Europe;" and (5) "Environmental Issues." Each of these topics was discussed by faculty members at the College with expertise and research interests in these areas. One faculty member coordinated the presentations and facilitated the students' attempts to bring all of the information into some manageable form. At the end of the quarter, the students put on a mini-conference on "The Future of Europe" with their own papers and presentations. (JB)

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Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.

Joseph L. Brockington

Kalamazoo College

In this report on the "Future of Europe" course, I will begin with a brief description of the Center for Western European Studies at Kalamazoo College. Then we will consider the goals, methodology, planning, and organization of the course. Finally there will be an assessment of the outcomes of the course and some consideration of the problems encountered and possible solutions.

I. The Center for Western European Studies at Kalamazoo College.

The course on the "Future of Europe" at Kalamazoo College is one of two special core courses supported by the Center for Western European Studies at the college. The "Future of Europe" is intended as a broad interdisciplinary examination of Western European life. The other core course, "Contemporary Europe," offers an historical overview of 20th-century Europe, focusing especially on the last half century and incorporating a European film series and guest lectures by a visiting scholar from Europe. Established in 1988, the Center for Western European Studies at Kalamazoo College receives its support from the U.S. Department of Education's National Resource Centers Program, which is the federal government's primary initiative to strengthen the study of foreign cultures and languages. Kalamazoo College is the only liberal arts college among the 90 institutions of higher education in the United States that receive support from this program, and Kalamazoo's center is one of only five which focus on Western Europe. In addition to these two core courses, the Center for Western European Studies at Kalamazoo is also sponsoring the development and/or enhancement of additional courses in other departments, e.g. the "Comparative European Economic Systems" course in the department of Economics and Business Administration. The "Future of Europe" and the "Contemporary Europe" courses were offered for the first time in the summer quarter 1989 and will be offered yearly.

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Abstract

Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.

This paper discusses the goals, planning, methodology, problems, and outcomes of an interdisciplinary course on the future of Europe which was offered for the first time in the summer quarter 1989 as part of the Center for Western European Studies at Kalamazoo College. Intended particularly for students who had completed foreign study in Western Europe, the course focused on the patterns and trends in politics, social structure, intellectual life, and literature and the arts which seem to dominate Western European life. Special consideration was given to the extent to which these patterns and trends are a) interconnected, b) reflective of an emergent European culture (as opposed to separate national cultures), and c) are of consequence for both the future of Europe and for relations between Europe and other nations. The course was divided into five major topical sections: "The Development of Contemporary European Social Structure," "The Intellectual and Cultural Institutions of Europe," "European Art, Music, and Literature," "The Political and Economic Structure of Europe," and "Environmental Issues." Each of these topics featured presentations by faculty members at the College with expertise and research interests in these areas. One faculty member coordinated the presentations and facilitated the students' attempts to bring all of the information into some manageable form. At the end of the quarter, the students put on a mini-conference on "The Future of Europe" with their own papers and presentations. Each guest lecturer supplied a set of readings and students were expected to read one European weekly newspaper or magazine regularly. The course had an open agenda and attempted to look beyond 1992. It did, however, focus primarily on Western Europe.

II. The Future of Europe Course.

The "Future of Europe" was originally to be taught by my colleague in Sociology and the director of the Center for Western European Studies, Bob Stauffer, who because of other commitments was forced to withdraw. The course then came to me, a Germanist and the director of the Program in International and Area Studies at Kalamazoo, early in the Fall of 1988. Proposed in the grant application to the Department of Education as a course intended particularly for students who have completed foreign study in Western Europe, the focus of the "Future of Europe" was to be on the patterns and trends which seem to predominate--in politics, social structure, intellectual life, and the arts, and on the extent to which these patterns and trends are a) interconnected, b) reflective of an emergent European culture, and c) of consequence for both the future of Europe and for relationships between Europe and the United States. My task was then to take this wonderful idea and make it a reality.

Trying to get a course from the pages of a grant application into the curriculum is, as you know from your own institutions, a major undertaking. In this effort, we encountered four problem areas: 1) because of its broad interdisciplinary nature, the critical need for a coherent organization and design for the course, including a defensible set of goals and objectives; 2) the problem of staffing the course with guest lecturers; 3) the necessary approval by the campus curriculum committee and the faculty; and 4) populating the course with students. Once these problem areas were surmounted, the actual teaching and running of the course went very smoothly. Let us consider each of these areas more closely.

The organization and design of the course were shaped by three main ideas: a) the course would be broadly interdisciplinary and would be taught by guest lecturers, each a specialist in some facet of European Studies; b) most if not all of the students would have had some prior experience in Europe; c) the students would put on their own conference at the end of the course. From these, the following goals and objectives were derived:

I. Non-Content Goals:

1. The development of critical thinking skills ("Bloom's Taxonomy") (Bloom et.al.).
2. The development of an appreciation of writing as tool for learning.
3. An experience in collaborative learning as a mode to arrive at both individual and group outcomes to specific problems and tasks.
4. An attempt at a more coherent articulation of the foreign study experience in Europe and on-campus course work.
5. An attempt to engage our students in active learning -- to get them to truly experience the liberal arts.

II. Content Goals:

1. The identification of major aspects and events in the areas of European social structures; intellectual and cultural institutions; art, music, theater, and literature; political and economic structures; and environmental and geographic issues as defined by the guest lecturers, as discussed in readings, and as experienced on personal sojourns in Europe.

2. The identification of the complex problems and tensions shaping the development of an European social, political, cultural, and economic entity.
3. An analysis of current strategies employed by the various forces and factions in Europe to mitigate these problems and tensions.
4. An analysis of the role of Europe within the global community.
5. Formulation of possible futures for the European Community and the several European nations.
6. Peer evaluation of such formulations in a conference/colloquium setting.

These goals and objectives shaped the syllabus and informed the selection of the guest lecturers. The course itself met for five hours during the week with a two-hour block on Monday and Wednesday and an hour-long session on Fridays. The course and thus also the ten-week quarter were divided into six major topics. The readings for the course were chosen by each guest lecturer were available on closed reserve in the library and are indicated on the annotated syllabus. The course considered the following topics.

Weeks 1 and 2: The Development of European Social Structure: Lectures and discussions on Europe in the context of world history, Europe in the 20th Century, the implications of a changing class structure in Western Europe given by colleagues from sociology and history.

Weeks 3 and 4: The Cultural and Intellectual Institutions of Europe: Lectures and discussions on European education, European media, European Liberation Theology, and Deconstructionism and Postmodernism and the concept of History given by colleagues from the foreign study office, and German, religion, and Romance languages.

Weeks 5 and 6: European Art, Music, and Literature: Lectures and discussions of the future of European Art, the future of European art music, New Subjectivity in East and West German literature, and Postmodernism in European literature given by colleagues from art, music, German, and Romance languages.

Weeks 7 and 8: The Future of the European Economic and Political Structure: Lectures and discussions on Europe and the Soviet Union, The two Germanies and the Future of Europe, Foreigners in Europe, NATO, Europe, and the Soviet Union, "1992," and Extremist Politics given by colleagues from economics and political science and our European guest, Prof. Dr. Hermann-Josef Rupieper from the history department of the University of Marburg, Germany.

Week 9: Environmental Issues: A lecture and a discussion on the future of Europe and the environment given by a colleague from chemistry. This week also included a round-table discussion with European students studying at the college.

Week 10: The Future of Europe--a Student Conference: Student presentations on the future of European education, NATO in the 1990's, the ecumenical movement in Europe, American business and 1992, the European ecological crisis, 1990 the European year of the tourist, the individual and the family in Europe, the education of European migrant workers, Liberation theology and extremism, the problems of migrant workers, the European Currency Unit (ECU), economic and political effects of 1992, the development of an European identity, and the possibility of European political unification.

The recruitment of guest lecturers presented no great difficulty, aside from some minor scheduling conflicts. All of the colleagues we approached were very gracious in their acceptance of the invitation to be involved in this project and I expect most will return for next summer's course. In the end the course featured topics drawn from twelve different disciplines with presentations by fourteen different faculty members. The topics they spoke on were drawn either from courses they were already teaching or from their research, thus facilitating their preparation for the lectures. To compensate them for their participation in the course, each of the guest lecturers received a modest stipend.

Getting the course approved by the campus curriculum committee presented more difficulty than anticipated. The committee's major concerns centered on three issues: 1) the broad interdisciplinary nature of the course and its lack of a single disciplinary focus, including the number of guest lecturers, the problem of "coverage," and the risk of redundancy inherent in team-taught courses; 2) the lack of a definitive statement/list of required readings at the time the proposal went to the committee; and 3) my role as coordinator of the course. It is in response to the committee's questions that the preceding statement of goals and objectives was more precisely articulated.

The first of these issues is the stickiest, because the course is designed to have a broad interdisciplinary focus. As said at the outset, the idea for this course was not mine. I doubt that I would have been so bold as to propose a course of such interdisciplinary breadth. But having begun to put such a course together, I did not feel that it, its instructors, or its students should be bound by traditional disciplinary strictures. Our task was to examine the future of Europe and I wanted to incorporate as many of the disciplines represented at our liberal arts college as possible so that our perspective would be as broad as possible. It was obvious that there would be (and were) major gaps in the topics listed in the syllabus. That is unavoidable, given the topic--The Future of Europe--and it became our task as learners in the course to identify and to begin to fill in these lacunae. It was also clear that some overlap and redundancy would be unavoidable (although surprisingly little occurred, although there were a few disagreements), given the number of guest lecturers. Indeed, I was hopeful that there would be commonalities that emerged from the lectures, readings, discussions, and real-life experiences that are the "stuff" of the course. This would serve to reinforce the identification of what is basic to a determination of the Future of Europe.

Rather than consider this a team-taught course, it would be more accurate to say that we, the students and I were a team of learners. The guest lecturers were only one of three sources of information for the course. The other two being the readings which each guest lecturer would require and the students' personal experiences in Europe. I saw my role not so much as that of a teacher, although I did lecture and moderated most discussions, but more as a facilitator of the students' learning as they strove to come to terms with and process the information they received from the various sources. As part of this process I scheduled regular round-table discussions. The students also kept a journal and wrote four reaction/analysis papers covering the major topics of the course.

As for the question of the required readings, this solved itself--by the end of the quarter I had at last assembled all of the readings. During the quarter they were put on reserve in the library as soon as they were received, usually about a week prior to the lecture. I also viewed the

working bibliography distributed at the beginning of the quarter as a reference tool rather than a definitive statement of scholarship to date and fully anticipated that the students, the lecturers and I would add titles to it as the course progressed. Finally persuaded, the curriculum committee approved the course and sent it on the faculty who passed it three weeks prior to the start of the summer quarter.

Surprisingly we had no trouble filling the course with students, despite the fact that it carried no distribution or major credit. The Center for Western European Studies sent a mailing to all sophomores and juniors on campus informing them of the summer offerings in European Studies and in the end, eighteen students enrolled in the course. These included eight econ majors, one each in math, history, and psychology, and seven undeclareds. There were four sophomores, thirteen juniors, and one senior; ten women and eight men. The range of final grades for the course (5 A's, 4 A-'s, 4 B's, 3 B-'s, 1 C+, and 1 C) reflects the extent to which the students were engaged in the course and the amount of effort they invested in trying to come to terms with so much information from so many viewpoints as much as it does the quality of their papers and presentations.

Although the focus of the course was directed at the future and the discussions had definite disciplinary centers, it was not long before two basic themes could be discerned in the presentations and the discussions. The first of these, European disintegration and integration, was the subject of our first series of lectures on European social structure and informed our consideration of all of the remaining topics. Again and again we returned to the question of who would participate, who would it cost, who would benefit--the individual nation, region, class, or citizen or the collective whole. To begin to answer some of these questions we had to reconsider some of the definitions of what human beings are as given by Hobbes, Locke, and the Old and New Testaments. There were at times some rather heated arguments between conservatives and liberals among the participants as we discussed the extent to which a phenomenon showed an inclination toward integration and collectivism or disintegration and individualism and the consequences of each.

The second basic theme of the course emerged in the discussion of deconstructionism and postmodernism during our consideration of cultural institutions and was further developed in the consideration of the future of European art, music, and literature. Using the postmodernist distrust of authority and authoritative interpretations, metanarratives, and unifying principles as well as the notion that all cultural practices have an ideological subtext as ways of examining the world, we attempted to deconstruct some of the events and phenomena we had been considering. For example: how would the tenets of Liberation Theology affect the goals of the 1992 European economic union? What would a European school curriculum look like? Can a society that advocates personal freedom and freedom of expression, tolerate the teaching of points of view which endorse limiting personal freedom (as is the case in German school systems which offer religious instruction in Islam)? And so forth. The students were especially troubled by the postmodernist notion that history is merely another human construct and like literature it is open to many interpretations.

These two basic themes, basically at cross purposes to one another, were fully developed when we began our consideration of the final topics of the course. Made sensitive to the conflicting demands placed on Europe by

individuals and the collective whole and made aware of the ideological underpinnings of all arguments, our discussion of the political, economic, and environmental future of Europe was richer and less ideologically dogmatic than earlier in the quarter. In following the various trends into the future we were more aware of the choices that were being made, or would have to be made, the consequences of these choices, and the motivation behind them. One example of this comes from our consideration of the 1992 economic union of Western Europe. While admittedly a good thing from an economic and business standpoint, the 1992 economic union will, no doubt, lead to some economic inequities between northern and southern Europe. While growth in individual consumption means big profits for business, it will also lead to an increase in the problem of waste disposal and put a further strain on the environment. While the completion of the internal European market will lead to economic growth, it also means further growth in the power of capital over labor and leading to the possibility that capital will grow so powerful that it will impeach the very free market economy and democratic traditions that gave rise to it.

In short the ability to question the assumptions of both the questions and their answers led us to the realization that the future of anything, let alone the Future of Europe does not have an easy explanation. Here we encountered the "Principle of Counter Intuitivity", one of the premises of forecasting the future of complex systems that I discussed with the students on the first day of the quarter. This principle says that complex systems do not passively accept change, but actively respond to it--often in ways that directly contradict the wishes of those who introduced the change (Cornish 123). This was certainly true for these final scenarios.

III. Outcomes Assessment.

In an attempt to evaluate the outcomes of the course, four forms of measurement were employed: the regular college course evaluation form, a special narrative evaluation designed specifically for this course, the reaction/analysis papers and the final projects of the students, and pre- and post-course surveys using Sampson and Smith's "Scale to Measure World-Minded Attitudes."

On the college course evaluations, 14 out of 17 students rated course as very good or excellent and there were two goods and a fair. Narrative comments from both the college evaluation and the special course evaluation indicate that the students especially liked the variety of topics presented and the many guest lecturers they heard. About half commented that they enjoyed having the opportunity of exploring unfamiliar disciplines. The students also seemed to enjoy their rather special status of having a series of experts come to speak to them. When asked if the course met their expectations, most responded yes, either totally or at least in part.

On the basis of the course evaluations and the students' papers, conference presentations, and final projects, it is safe to say that the course achieved all of its content goals and objectives. We identified the major aspects, events, complex problems, and tensions that will shape and are currently shaping the future of Europe. We analyzed the strategies employed to address these problems. We looked at Europe's role within the global community. We formulated a number of possible futures and began to evaluate them. These were the relatively easy goals and objectives to achieve.

The non-content goals, however, were not achieved to the extent that the content ones were. We made some progress in terms of developing Critical Thinking skills and in using collaborative learning as a means of problem-solving, but did not do as well as hoped in engaging the students in their own learning or in developing an appreciation for writing as a tool for learning (Many students commented on how much they disliked the journal, although all kept one!) There was only limited success in better articulating the foreign study experience and on-campus coursework. As an example of this last point I noted that although most students did have personal experience in Europe, only about half would make use of that experience in either their reaction/analysis papers or their in-class comments and only a very few relied on their experiences as a major information source for their final projects and conference presentations. This is no doubt due 1) to feelings of insecurity about the validity of their personal experiences on foreign study and 2) the general student tendency in times of paper deadlines to retreat to the proven source of expert knowledge--journals and books. Interestingly enough, few of the students made extensive use of the material presented in the lectures or the opportunity to interview the professors themselves. They also made less use of the international (both English and foreign language) newspapers and magazines placed at their disposal than I had anticipated. I was also somewhat disappointed that the topics discussed at the student conference, although very good, were not as creative, nor as broadly interdisciplinary as some that had been suggested throughout the quarter, again for obvious reasons.

The use of the Samson and Smith World-Mindedness scale in this course was a last minute idea and produced mixed results. The instrument itself consists of thirty-two questions to which students are asked to respond by indicating one of six degrees of agreement and disagreement. Scores can range from a possible low of 0, indicating extreme national mindedness to a possible high of 192, indicating extreme worldmindedness. The theoretical neutral point is 96 (Sampson and Smith 102). The pre-course survey showed a mean of 113.33 and the post-course survey a mean of 109.15. A control group of other sophomores and juniors had a mean of 116.06 and a second control group of foreign students had a mean of 132.6. Of course this sample is very small, but I am perplexed to see that the post-course scores declined slightly with respect to the pre-course scores and to note the disparity between the scores of the Kalamazoo students and their European counterparts.

One final outcome of this course which is not present in any of the measures discussed is the decision by the student commission to sponsor an international festival on campus during the ninth week of the quarter. Although more of a cultural show-and-tell than the faculty would have preferred and with more than a few cultural stereotypes present, it was, however, an enjoyable afternoon and again served to bring the students' foreign study experiences and the cultures of our foreign students into the limelight. I claim this as an outcome for the course, because the idea was hatched by one of the student conference planning groups for the Future of Europe course. One of my students then mentioned it at a student commission meeting and the rest is history.

I would like to conclude this report by noting some of the changes I intend to make in next summer's course. Firstly, there will be a coursepack of readings. The closed reserve system was not attractive to the students, especially after the library air conditioning broke down for a month in July. Secondly, the students wanted to have the guest lecturers present

at the weekly roundtable discussions and I will attempt to arrange this. Some of my colleagues did attend these discussions, most did not. While this did force us to draw our own conclusions about the material presented, we were often unsure as to the validity of our ideas and many times had further questions. Thirdly, there will be some minor adjustment in the topics presented, due in part to faculty availability. I do want to add some discussion of the Women's movement in Europe and European Feminism, increase the consideration of the environment, and hopefully broaden the focus of the to include more European countries. This time we limited ourselves primarily to France, Germany, and Great Britain, with only minor forays into Spain, Sweden, Italy, the Soviet Union, and Eastern Europe. I would also like to do more with European geography and with methods and techniques of forecasting, including having a simulation game available for the students. Lastly, I would like to make the student conference more accessible to the campus community. For our convenience we held it during our regular class hour, consequently there were only few who attended, besides the members of the class. Despite their initial misgivings, fear, and eventual panic, most students were glad they had been forced to present their projects in a public forum and would have liked to have had more of their peers and their professors attend.

Overall we at Kalamazoo College were quite pleased with what we were able to accomplish in this first installment of the course and I look forward to next summer's session and another opportunity to further explore the Future of Europe.

The Future of Europe: Annotated Syllabus with Bibliography
Dr. Joseph Brockington, Kalamazoo College, Summer 1989

Weeks 1 and 2: The Development of European Social Structure

June 19 Introduction to the course; Goals and Expectations; Forecasting the Future; Administer World-Mindedness survey; Journal: When I think of the Future of Europe,...
Dr. Joseph Brockington, Associate Professor of German and Director of the Concentration in International and Area Studies.
Readings: Edward Cornish. The Study of the Future. Washington, D.C.: World Future Society, 1977. 93-126.

21 "Europe in the Context of World History."
Dr. David E. Barclay, Professor of History.
Readings: William McNeill. The Shape of European History. New York: Oxford University Press, 1974. Chapters II-IV.

23 "Europe in the 20th Century: Disintegration and Integration."
Dr. David E. Barclay, Professor of History.
Readings: William McNeill. The Shape of European History. New York: Oxford University Press, 1974. Chapter V.

June 26 Planning session for the Student Conference on the Future of Europe.

28 "Implications of a Changing Class Structure in Western Europe."
Dr. Robert Stauffer, Professor of Sociology and Director of the Center for Western European Studies.
Readings: Hans Magnus Enzensberger. "Swedish Autumn" and "Italian Extravagances." in Europe Europe, Trans. Martin Chalmers. New York: Pantheon Books, 1989. 3-86.

David M. Wood, "Postindustrial Economy and Society." in Power and Policy in Western Democratic Societies. New York: John Wiley, 1982. 37-64.
Frank B. Tipton and Robert Aldrich. "European Society." in An Economic and Social History of Europe From 1939 to the Present. Baltimore: Johns Hopkins University Press, 1987. 166-198.

30 Roundtable Discussion

Weeks 3 and 4: The Cultural and Intellectual Institutions of Europe.

July 3 College Holiday

5 "The European Media."
Dr. Joe Fugate, Professor of German and Director of the Foreign Study Program.
Readings: The International Herald Tribune and selected European English and foreign language news publications.

7 "European Education."
Dr. Joe Fugate, Professor of German and Director of the Foreign Study Program.
Readings: "The E.C. and Youth: New Policies Target Education, Training, and Exchanges." Europe (January/February 1989): 24-26, 55.
Frank B. Tipton and Robert Aldrich. "European Society." in An Economic and Social History of Europe From 1939 to the Present. Baltimore: Johns Hopkins University Press, 1987. 166-198.

First reaction/analysis paper due.

July 10 "European Liberation Theology."
Dr. Paul McGlasson, Assistant Professor of Religion.
Readings: Juergen Moltmann. "Has Modern Society a Future," "The Ecological Crisis: Peace with Nature," and "The Nuclear Situation: Theology and Politics of Peace.": Three lectures delivered in the Armstrong Lectures series at Kalamazoo College, October 5,6, and 7, 1988. (audio recordings)

12 Roundtable Discussion

14 "The Future of European Art." (Slide Lecture)
Thomas Rice, Visiting Assistant Professor of Art.
Readings: Suzi Gablik, "Has Modernism Failed?" in Has Modernism Failed? New York: Thames and Hudson, 1984. 114-128.

Week 5 and 6: European Art, Music, and Literature.

July 17 "Re-Thinking 'History': France since 1945."
Dr. Kathleen Smith, Professor of Romance Languages and Literatures.
Readings: Mavis Gallant. "The Events in May: A Paris Notebook--1." in Paris Notebooks: Essays and Reviews. New York: Random House, 1986.

19 "Does European Art Music Have a Future?"
Dr. Zaide Pixley, Assistant Professor of Music.
Readings: Musical selections from Boulez, Schoenberg, Stockhausen, Berio, Monteverdi, Cage, Crumb, Penderecki, Zwillich, Britten, Glass, Bolcom, and Colgrass.

21 Roundtable Discussion

Second reaction/analysis paper due.

July 24 "New Subjectivity in East and West German Literature."
Dr. Joseph Brockington, Associate Professor of German and Director of the Concentration in International and Area Studies.
Readings: Monika Maron. Flight of Ashes. Trans. David Newton Marinelli. London: Readers International, 1986. 1-24.
Patrick Sueskind. Perfume: The Story of a Murder. Trans. John E. Woods. New York: Alfred A. Knopf, 1986. 19-44.

26 "Postmodernism: The Subject in Question."
Dr. Kathleen Smith, Professor of Romance Languages and Literatures.
Readings: Elsa Morante. History: A Novel. Trans. William Weaver. New York: Vintage, 1977. 1-39.
Grahm Swift. Waterland. New York: Poseidon, 1983. 1-55.

28 Roundtable Discussion

Week 7 and 8: The Future of European Economic and Political Structure.

July 31 "Europe and the Soviet Union."
Dr. Miloslav Bernasek, Visiting Professor of Economics and Business Administration.
Readings: Mikhail Gorbachev. "Europe in Soviet Foreign Policy." in Perestroika: New Thinking for Our Country and the World. New York: Harper & Row, 1987. 190-209.

August 2 "The Two Germanies and the Future of Europe."
Dr. Hermann-Josef Rupieper, Professor of History, University of Marburg, Germany.
Readings: Timothy Garton Ash. "Tortoise or Dinosaur?" The Spectator (15 July 1989): 11-12.

4 "Foreigners: How European is Europe?"
Dr. Peter O'Brien, Assistant Professor of Political Science.
Readings: H. Stuart Hughes. "The Torment of a Foreign Underclass." in Sophisticated Rebels. Cambridge, MA: Harvard University Press, 1988. 34-48.
Guenter Wallraff. "Lowest of the Low: the Turkish Worker in Germany." Race and Class XXVIII:2 (Autumn 1986): 45-58.

Third reaction/analysis paper due.

August 7 "NATO, Europe, and the Soviet Union."
Dr. Jimmy Kandeh, Assistant Professor of Political Science.
Readings: Seyom Brown. "Inherited Geopolitics and Emergent Global Realities." in America's Global Interests. ed. Edward K. Hamilton. New York: W.W.Norton, 1989. 166-197.
Ralf Dahrendorf. "The Europeanization of Europe." in A Widening Atlantic? Domestic Change and Foreign Policy. ed. Andrew J. Pierre. New York: Council on Foreign Relations, 1986. 5-55.
James O. Goldsborough. "The Roots of Western Disunity." in At Issue: Politics in the World Arena. ed. Steven L. Spiegel, 4th ed. New York: St. Martin's Press, 1984. 232-241.

9 "1992."
Dr. Fred Strobel, Monroe Professor of Money and Banking.
Readings: Michael Calingaert. The 1992 Challenge from Europe: Development of the European Community's Internal Market. Washington, D.C.: National Planning Association, 1988.

Commission of the European Communities. Completing the Internal Market: White Paper from the Commission to the European Council. Luxembourg: Office for Official Publications of the E.C., 1985.

"Europe Without Borders: Answers to Some Questions." Europe (October 1988): 15-17.

Europe Without Frontiers--Completing the Internal Market. 2nd Edition. Luxembourg: Office for Official Publications of the E.C., 1988.

11 "Extremist Politics: From the Skinheads to the Greens." Dr. Peter O'Brien, Assistant Professor of Political Science. Readings: Samuel H. Beer. "The Romantic Revolt." in Britain Against Itself: The Political Contradictions of Collectivism. New York: W.W.Norton, 1982. 107-148.

Week 9: Environmental Issues

August 14 "The Future of Europe and the Environment." Dr. Richard Cook, Professor of Chemistry and Acting Provost. Readings: Dermont O'Sullivan. "Environmental Concerns Gain Prominence in Europe." Chemical and Engineering News (USA). (March 27, 1989): 7-15.

16 Roundtable Discussion

18 The Future of Europe: Roundtable Discussion with European Foreign Students.

Fourth reaction/analysis paper due.

Week 10: The Future of Europe: A Student Conference.

August 21 "The Future of European Education." Margaret Howrey and Tom Remble.
"A Delicate Balance--NATO in the 1990's." Jason Johnson and Simon Stein.
"Together We Stand: A Look at the Ecumenical Movement in Europe." Amy Smith.

23 "American Business and 1992." Amy Judd and Heather Jones.
"The European Ecological Crisis: God, Greed, and the Greenhouse Effect." Christian Sinderman.
"The Year of the Tourist: A Look at 1990 and Beyond." Doug Kellar and Joanne Allig.
"The Individual and the Family in Europe." Cassandra Grobbel.
"The Future of Migrant Education in Europe." Jill Meneilly.
"Is Liberation Theology Extremist?" Kelly Kramer.
"Migrant Workers and Their Problems." Kristin Reisinger.

25 "The ECU: What Does It Really Mean?" Lynn Mawhinney.
"The Economic Effects of 1992." Tom Fraley.
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